OUTCOME BASED EDUCATION FOR INDIAN UNIVERSITIES

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ABSTRACT

The study focuses on the understanding of Outcome-Based Education as well as its development in recent years. It is one of the most important advances in the education sector. Many Universities have adopted result-based education. With rapid advancement, traditional education needs to be improvised as per need. It becomes essential to work with rapidly developing technologies that expect supplementary skills and efforts. Curriculum designed based on perspective of Industry can demonstrate better purview towards the knowing efficacy of the course. Industry ready courses has better acceptance and future as it helps in getting more clarity and acceptance in the world of rapid evolution and expansion.

KEYWORDS: Outcome Based Education, Industry, curriculum development, placements, skill

INTRODUCTION

Outcome-based education or outcomes-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes[1]. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. Outcome-based methods have been adopted in education systems around the world, at multiple levels. Australia and South Africa adopted OBE policies from the 1990s to the mid 2000s, but were abandoned in the face of substantial community opposition[2]. The United States organized an OBE program in 1994 which was adapted over the years[3]. In 2005, Hong Kong adopted an outcome-based approach for its universities[4]. Malaysia implemented OBE in all of their public schools systems in 2008[5]. The European Union has proposed an education shift to focus on outcomes, across the EU[6]. In an international effort to accept OBE, The Washington Accord was created in 1989; it is an agreement to accept undergraduate engineering degrees that were obtained using OBE methods. As of 2017, the full signatories are Australia, Canada, Taiwan, Hong Kong, India, Ireland, Japan, Korea, Malaysia, New Zealand, Russia, Singapore, South Africa, Sri Lanka, Turkey, the United Kingdom, Pakistan, China and the United States[7].

The meaning of outcome-based education is that desired outcomes form the basis for the entire learning system. An outcome-based curriculum is designed with the outcomes in mind right at its conception. The course content and assessments are developed based on the outcome itself.

In 1988, the academic and educational psychologist William G. Spady pioneered the concept of outcome-based education or OBE as it's also called[8]. There is four principles of OBE mentioned in Figure:1

Figure:1 Principles of Outcome based education

In all the fields OBE is a challenge, when we are dealing with large cohorts of students, as well as cohorts with the diversity in the students' backgrounds, workloads and availabilities for face-to-face study. Especially challenging it becomes when we aim not only to provide necessary theoretical knowledge, but also to improve students' employability by making the projects really industry-oriented[9].

Methodology of OBE

There are disparate methods for OBE like traditional based education, evidence based education, case study based education, start up based education, project based education and skill based education, e-based education. Every country has its own perspective of absorbing their own strategies for OBE. Any teaching methodology should be focusing and covering things shown in Figure:2[10]
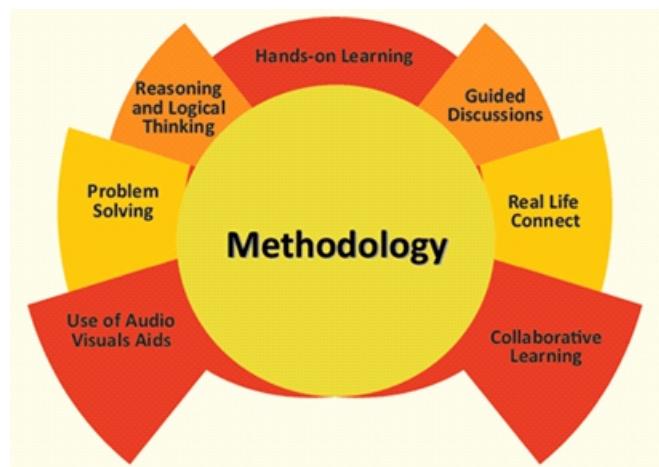
Figure:2 Methodology of education

Observation

Currently India is moving from developing to developed stage and many startups, industries are flourishing. A report suggest that India received approximately \$339 billion FDI in last five years and India's industrial production index grows 4.3% in December 2022[11]. Looking at the development in each sector it is necessary to form the curriculum which focuses more on skill sets. In our traditional systems there is always a gap between industry and education and this gap is wide not narrow. Hence acceptability of the students after gaining basic education is less in market. There absorption in the current challenging market is the biggest fear for them. Mission for education of India should be such that it should play a pivotal role in skill education which enhances new ideas and innovations after knowing as well as understanding current market. In contrary to this our current is rather such that after innovating things we try to raise the need rather than understanding the needs.

It is seen that when the Indian economy opened to the outside world through liberalization and globalization, it created a great demand for graduates with skill across vital industries, which led to a huge race to secure more marks and more degrees. Post the Internet and mobile revolution, job-seekers in the formal sector saw new opportunities to learn necessary skills from the Internet and through

internships prior to a full time job. The current pandemic has advanced the use of local products and has helped people recognize the importance of a skill-driven society. Being a young nation with 75% of the population in the working age, employment becomes a major concern. With the help of schemes such as Recognition of Prior Learning (RPL), students can receive both security and benefit, as it aids in an equivalent acknowledgement of both informal and formal learning. Students are the human capital of the country and it is essential to empower them for the development of the economy[12]. Benefits of skill based education are shown in Figure:3
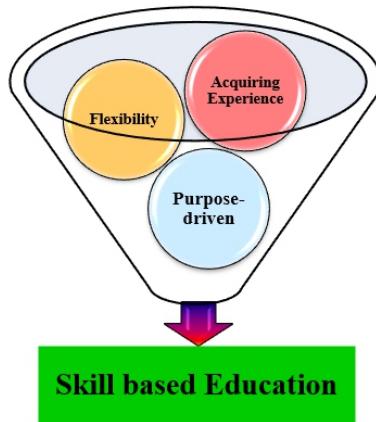

Figure:3 Benefits of Skill-based Education

To exemplify this in a better way and justify prominent education system, universities listed in Table:1 is playing a great role to set up skill based education after understanding the need and demand of the market.

Sr. No.	University	States
1	Kaushalya The Skill University	Gujarat
2	Shri Vishwakarma Skill University, Haryana	Haryana
3	Rajasthan ILD Skills University (RISU)	Rajasthan
4	Bhartiya Skill Development University	Rajasthan
5	Delhi Skill and Entrepreneurship University (DSEU)	Delhi
6	Seacom Skills University	West Bengal
7	Symbiosis Skills and Professional University,	Maharashtra
8	TeamLease Skills University (TLSU)	Kolkata

Table:1 List of Skill based Universities

Out of all Universities listed in Table:1 Kaushalya-The Skill University[KSU], Gujarat is acknowledge and included in the list of state Universities present in India[13]. The unique propositions of KSU is given in Figure:4
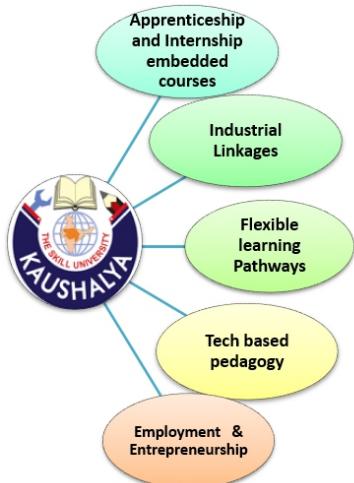

Figure:4 Unique propositions of KSU

Each and every course designed by this university is more focused on current need of industries. Students imbibed in KSU are encouraged to enhance critical, analytical and problem solving by providing on the job training or apprenticeship in industry. This exposure helps students, right from their early stage, to sensitize about market and its current and futuristic demand which in turn leads to innovation as per need. Their Faculties are specially trained for their respective courses and all curriculums are designed keeping the skill component majorly in to consideration.

Apart from this, experts are also thinking that the country is facing skill deficit[14].

The World Bank has approved a US$250 million Skill India Mission Operation (SIMO) to help India's growing young workforce acquire the market-relevant skills needed in today's highly competitive job market. The operation will support the Government of India's Skill India Initiative and attempt to address the dual challenge of ensuring greater access to training as well as providing quality training leading to employment[15].

CONCLUSION

Outcome-based education serves plays a pivotal role in youth's life. It is very necessary to understand the aspect and the need of education which is provided to them. Rather than judging students just on theory or practical ground it is very important to incorporate the element of the skill in their curriculum. This will sensitize students regarding the real life situations occurring in the field. Such skill based curriculums will decrease the gap between industry and education. Hence, amalgamation with every sector of industries serves as the great stage for outcome based education and it also covers all the principles laid by Spady, W. G in 1994.

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